

SCHOOL	Upland High School
SCHOOL YEAR	2026 - 2027
PRINCIPAL	Dr. Martin Gomez

In compliance with State law and Board policy, stakeholders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

Goal 1: Establish a Schoolwide Emergency Communication and Notification System

Current Reality and Concerns

Emergency communication procedures vary, resulting in inconsistent notification methods and response actions during critical incidents. Staff, students, and visitors may not receive timely, clear, or standardized instructions during emergencies such as lockdowns, shelter-in-place events, fires, or earthquakes. This inconsistency creates confusion, delays response, and may compromise safety.

Goal Statement

Implement a standardized, schoolwide emergency notification system using the Raptor Emergency System to ensure timely, consistent, and effective communication with staff, students, and visitors during all emergencies.

Action Steps / Strategies

- Implement the Raptor Emergency System across the school site to support communication for:
 - Lockdowns
 - Shelter-in-place events
 - Fire emergencies
 - Earthquakes and other natural disasters
- Collect input from school sites to identify current best practices and site-specific needs related to emergency communication.
- Develop and deliver annual training for staff and age-appropriate instruction for students on emergency alerts and response expectations.
- Regularly review and revise emergency protocols within the Comprehensive School Safety Plan based on feedback, drills, and incident reviews.
- Conduct drills to ensure system functionality and staff/student familiarity with notification procedures.

Expected Outcome

All school sites will utilize a consistent emergency communication system, ensuring rapid dissemination of clear instructions, improved coordination during emergencies, and increased confidence among staff and students in responding to critical incidents.

Goal 2: Strengthen Campus Safety Awareness, Signage, and Physical Security Practices

Current Reality and Concerns

Safety signage and protocol awareness are inconsistent across campuses. Some buildings, classrooms, and central locations lack clear emergency guidance, and visitors may not receive adequate safety information upon arrival. Inconsistent signage and limited awareness reduce preparedness and increase risk during emergencies.

Goal Statement

Improve safety and security at Upland High School by increasing visibility, awareness, and consistency of safety protocols through enhanced signage, training, and site walkthroughs to create a safe and learning-focused environment.

Action Steps / Strategies

- Identify current safety concerns and gaps through site walkthroughs and staff input.
- Increase and update safety signage at:
 - Building entry and exit points
 - Central campus locations
 - Classrooms
- Develop and post a **Quick Safety Guide for Visitors** outlining key emergency procedures.
- Conduct walkthroughs at each site to ensure signage placement is consistent and clearly visible.
- Provide regular training for staff and students on safety procedures and emergency response expectations.
- Use feedback from trainings, drills, and walkthroughs to revise emergency protocols and improve implementation.

Expected Outcome

School campuses will demonstrate improved safety awareness, clearly marked emergency guidance, and consistent security practices, fostering an environment that is safe, orderly, and conducive to teaching and learning for students, staff, and visitors.

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	Policy # 0450
Plan adopted by school site on:	
Plan approved by district or governing board on:	
Plan shared with LE and FD on:	

Safety is a Process

The Law:

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond potential incidents involving crimes and violence on campus.

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have “adopted” their school safety plan by March 1, and have forwarded it to the District for “approval.”
- October 15 – The District must approve the school’s plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that school’s SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1 adoption date. An example of a compliance timeline:

- September/October
 - Step 1 - Identify collaborative comprehensive safe school planning committee.
 - Step 2 - Create a vision of school as a safe place to learn.
 - Step 3 - Gather and assess school-related crime and safety data.
- November/December
 - Step 4 – Identify data-driven areas for desired change.
 - Step 5 – Select and implement strategies for safe and orderly environment.
- January/February
 - Step 6 – Share and then adopt the plan. Forward the adopted plan to the district.

- March/June
 - Step 7 – Implement the plan by achieving your data-driven safety goals.

COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

School Name	Upland High School
Principal	Dr. Martin Gomez
School year Plan is for the upcoming school year	<u>2026 - 2027</u>

Our school engaged in the systematic planning process recommended in the law:

Step One We Identified our safety committee

Step Two We created a vision of a school as a safe place to learn.

- Our Mission Statement and existing safety practices.

Step Three We gathered and assessed school related crime and safety data.

- Specific data known to have an impact on campus safety.

Step Four We Identified areas of desired change.

- Data-driven analysis towards improvement.

Step Five We developed strategies to maintain a safe and orderly environment.

- Two data-driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.
- Continue to provide a school-wide expectation assembly for all grade levels conducted by Student Services.
- Meet with Campus Proctors to reflect on current supportive practices to maintain a safe environment for students.

Step Six We shared and adopted the plan.

- A public meeting was held with invitations extended to campus and community stakeholders.

Step Seven We will continue to evaluate and revise the plan

Step 1 – Identify the committee

Ed Codes 32280 & 32281 “In cooperation with local law enforcement, fire department, and other first responder agencies.” “The schoolsite council...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.”

Name		Agency
Local Law Enforcement	Officer Andrade	Upland PD
Local Fire Department	David Davis	County Fire
American Red Cross contact (if any)		
Schoolsite Council / Safety Planning Committee Members		
Name		Title
Dr. Martin Gomez		Principal
Dean Sheetz, Isaac Gonzalez		Certificated
Diane Torrez Ishida, Martha Neale, Nathan McHenry		Classified
Kelly Johnson		Parent
		Student (If applicable)
Diana Lee, Cristina Sanchez		Medical Team Leader
Nathan McHenry		S&R Team Leader
Isaac Gonzalez		Reunification Team Leader

Step Two – Our school's vision of a safe place to learn

School Mission Statement

Upland High School is committed to providing a safe, secure, and inclusive learning environment where all students feel supported, respected, and empowered to learn and grow.

About our school, a safe place to learn

A brief, **bullet-point description** of our school's existing safety-related programs, drills, staff, and partnerships, etc.

- Maintains an active Safety Committee that meets monthly to:
 - Review, Plan, and Evaluate all safety-related drills and procedures
 - Ensure staff, students, and visitors are informed of campus safety protocols
- Collaborate closely with the Upland Police Department to review and implement safety procedures.
- Conduct regular emergency preparedness drills and training, including:
 - Earthquake drills
 - Shelter-In-Place drills
 - Lockdown drills
 - Evacuation drills
- Implement comprehensive prevention and safety programs, including:
 - Positive Behavioral Interventions and Supports (PBIS)
 - VAPE Education program
 - 5 Star student recognition
 - Signs of Suicide (SOS) program
 - Parent Square for school-to-home communication
- Provide ongoing safety and security measures, including:
 - Staff and student training
 - Digital citizenship training
 - Vape detectors in the student restrooms
 - Metal detectors and wands at school functions
 - Football games
 - School dances
 - Campus-wide security cameras
 - Breathalyzers, when appropriate
 - Additional safety staff through outside vendors for large events
 - Two School Resource Officers (SROs)
 - On-site probation officer
 - Contracted security services through Interquest

Safety Team's Safe School Vision

A brief statement detailing a stakeholder-based perspective of what constitutes a safe campus

A safe campus is one where families trust the school with their students' education and well-being, knowing the environment supports academic and social growth. It is a place where every student feels seen, supported, and connected to at least one trusted staff member. Students have access to the support they need to succeed, whether through counseling services, student support programs, or school activities. Together, staff, students, and families share responsibility for creating a safe, welcoming environment where all students can learn, grow, and thrive.

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Create a hyperlink (in the blue box) to the policies or attach a current PDF version of applicable policies and procedures to this plan.

Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

Required Safety Policies/Procedures	
Policy/Procedure	BP/AR
Child Abuse Reporting	BP AR
Disaster Response Procedures	BP AR
Suspension & Expulsion Policies	BP AR
Procedure to notify teachers of dangerous pupils	BP AR
Anti-Discrimination/Harassment Policy	BP AR
Anti-Bullying Policy	BP AR
School Dress Code re "anti-gang" apparel	BP AR
Procedure for safe ingress/egress	BP AR
Rules for school discipline	BP AR
Procedures to assess/respond to reports or threats of dangerous, violent, or unlawful activity.	BP AR
Tactical response procedure	BP AR
Opioid overdose procedure (Does not apply to TK - 6th Grade)	BP AR
Procedure for sudden cardiac arrest or similar life-threatening emergency	BP AR
Other Safety Policies/Procedures	
Haz-Mat within ¼ mile of campus	BP AR
Lockdown procedure	UHS Emergency Preparedness Plan

Building evacuation plan	
Campus evacuation plan	
Bomb threat	BP AR
Visitors on campus	BP AR
Anti-sex abuse/trafficking procedures	BP AR AR
Guidelines for mental health and law enforcement contacts at school	BP BP
Procedures to address the mental health of students who have witnessed a violent act on campus, going to or headed from school, or at any other school-related event.	BP AR
Professional Boundaries: Professional Standards	BP , BP , BP
Professional Boundaries: Appropriate Adult-Student Relationships	BP , BP , BP

Section 3.2 – Step Three: Task Log

Red numbers indicate the task is for the principal or designee. Remember, this is a stakeholder-based planning process; use your team!

Task #	Primary Person Tasked
3.3 Crime assessment	Isaac Gonzalez
3.4 Tactical response (Plan handled at District Level; Lockdown and evacuation procedures are the school's responses).	Plan Handled at District Level, Lockdown & evacuation procedures are the school's responses
3.5 Lockdown procedure	Kelly Johnson
3.6 Disaster plan, incident commander	Kelly Johnson
3.7 Disaster plan, general	Per Incident Section
3.8 Disaster plan, medical team	Cristina Sanchez, Diana Lee
3.9 Disaster plan, search & rescue	Nathan McHenry
3.10 Disaster plan, reunification	Diane Torrez Ishida
3.11 Anti-Bullying	Laura McMullen, Brian Chavez
3.12 Expulsion/Suspension/Discipline	Isaac Gonzalez
3.13 Notify teachers of dangerous pupils	Isaac Gonzalez

3.14 Pesticide & harmful materials plan	Martha Neale
3.15 Visitors on campus	Tritia Lugtu
3.16 Safe ingress/egress	Alma Afu, Kristen Dixon
3.17 Anti-Harassment procedure	Laura McMullen, Brian Chavez
3.18 Dress code, gang-related apparel	Laura McMullen, Brian Chavez
3.19 Child abuse reporting procedures	Mandated Reporters
3.20 Assess/respond to dangerous, violent, unlawful acts	Isaac Gonzalez
3.21 Opioid overdose procedure (Grades 7-12 only)	Administrators, Cristina Sanchez, Diana Lee
3.22 Sudden cardiac arrest or other life emergency	Cristina Sanchez, Diana Lee
3.23 Existing resources	Jordan Smith

3.3 – Assessment of Campus Crime

This assessment to be completed by the school principal or designee.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Isaac Gonzalez	12/26/25

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school-related functions. Consult with local law enforcement to be certain all relevant information is gathered.

These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime

Avoid using code sections. For example, enter "vandalism" instead of 594 PC.

TYPE	NUMBER
Citizen Contact	43
Medical Assist	18
CPS Referral	4
415 Juvenile	5
Child Abuse Report	2
911 Safety Check	20
415 Fight	1

Court Order Violation Report	25
Critical Missing Person	1
Display Weapon Report	3
Disturbance	14

Assets/Suggested action plan(s):

A brief statement to highlight assets and/or area of desired change.

Assets	Kelvin School Climate Survey data indicate that 86% of students reported they felt safe at school.
--------	--

Actions	Work with student focus groups to address concerns throughout the campus.
---------	---

3.4 – Tactical Response Plan

This assessment is to be completed by the school principal or designee.

Related procedures must include specific accommodations for staff, students, and visitors with access and functional needs, including adaptations for pupils with disabilities, in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment. District Level	12/26/25

The purpose of this assessment is to ensure that the campus has a “Tactical Response Plan” for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

Does your local law enforcement agency have a “tactical response” plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure.	YES
Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lockdown or rapid evacuation. If you do not have this plan, skip the next question and add “Develop a Tactical Response Plan” as a suggested action plan.	YES
Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level “we’re working with local law enforcement” statement. It’s your job ensure the school’s efforts are coordinated with responder efforts.	YES

If active shooter drills are conducted, are they performed in accordance with EC32282(K) trauma based approach?	UUSD does not conduct armed assailant drills
---	--

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means (fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver in-person training to all secondary students once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at a minimum, administration, a school mental health professional, and law enforcement.
Actions	Work with the assessment team to improve the process.

3.5 – Lockdown Plan

This assessment is to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by The listed name must be the person who does the assessment.	Date
Martha Neale	12/26/25

The purpose of this assessment is to ensure the school is taking all reasonable steps to be prepared for a lockdown scenario.

Does the school have a lockdown procedure? If no, add "create procedure" as a suggested action plan. If yes, review the procedure and proceed to the next question.	YES
---	-----

Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights, and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	YES
Does the procedure include documentation/review of drills/events? Dates/times of drills must be documented. A drill review would include information from staff, visitors, and, when age-appropriate, from students. Include information related to how effective the drill was. If the answer is no, suggest adding an after-drill review.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	- Established lockdown procedures shared with all and students - Regular training and drills to ensure awareness and preparedness - Existing safety protocols that support a coordinated campus response - Commitment to continuous improvement of emergency procedures
Actions	- Update lockdown procedures for large and shared spaces, including the Multi-Purpose Room (MPR) and Library - Improve communication with staff and students through the Raptor Emergency System - Review and refine lockdown procedures based on drills, feedback, and safety team input

3.6 Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Kelly Johnson	12/26/25

The purpose of this assessment is to ensure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

Do the IC & alternate IC have NIMS/SEMS training? This includes ICS 100 & NIMS 700. You can check training requirements here . If no, add training as a suggested action plan.	YES
--	-----

Is there a list of IC forms & supplies? If no, add "create a list" as a suggested action plan.	YES
Are all required forms & supplies in place and serviceable? If no, add "update forms & supplies" to suggested action plans.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	• An established emergency preparedness plan that outlines procedures for a range of emergencies. • Defines roles and responsibilities to support coordinated and timely manner. • Ongoing commitment to maintaining a safe and secure learning environment.
Actions	• Update all current staff on the emergency preparedness plan. • Review and revise staff duties and responsibilities to ensure clarity and effectiveness. • Provide training and communication to ensure all staff understand their roles during emergencies.

3.7 Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment. Isaac Gonzalez	12/26/25

The purpose of this assessment is to ensure the school is taking all reasonable steps to be prepared for a disaster.

Is there a disaster procedure in compliance with state law? See Ed Code 32282(a)(3)(A) procedures for services when school is disrupted due to an emergency, including an Instruction Continuity Plan (ICP)?	YES
Is there a campus evacuation procedure identifying a refuge shelter for students and staff? If no, add as a suggested action plan. If yes, when was it last updated?	YES

Is the campus in a “high fire hazard severity zone?” If yes, is there an identified refuge shelter and communications plan in the event of an early evacuation warning?	YES
Is there a map showing the location of gas and water shut-off valves, fire sprinkler shut-off valves, and electrical panels? If no, add "create maps" as a suggested action plan. If yes, when was it last updated?	NO
Is there a list of classroom disaster supplies? If no, add “create a list of classroom disaster supplies” as a suggested action plan. If yes, answer the next questions.	YES
Are classroom supplies in place and serviceable? If no, add "update supplies" as a suggested action plan.	YES
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and situations presenting otherwise avoidable injuries.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	Click for Instructional Continuity Plan • An established emergency preparedness plan that outlines procedures for a variety of emergencies. • Clear expectations for coordinated responses to ensure student and staff safety. • A schoolwide commitment to preparedness and maintaining a safe learning environment.
Actions	• Update all staff members on the emergency preparedness plan. • Review and revise staff roles and responsibilities to ensure clarity and alignment. • Provide training and communications to ensure staff understand their duties during emergencies. • A map of the campus with the specific location of the gas shut-off will need to be created.

3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Cristina Sanchez	12/26/25

The purpose of this assessment is to ensure the campus medical team is prepared for a disaster.

Is there a written disaster procedure for the campus medical team? If no, add "prepare written medical team procedure" as the suggested action plan. If yes, go to the next question.	YES
Are there training requirements in the procedure? If no, add "training requirements" to the suggested action plans. If yes, go to the next question	YES
Are medical team members trained in the procedure? If no, add "training" to the suggested action plans.	YES
Is there a list of medical team forms and supplies? If no, add "create a list of medical team forms and supplies" as a suggested action plan. If yes, go to the next question.	YES
Are all forms and supplies in place and serviceable? If no, add "obtain required forms and supplies" as a suggested action plan.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	• Clear and established disaster response procedures. • Well-equipped emergency supplies are available on campus. • Annual Naloxone training for administration. • A designated safety team that supports emergency planning and assessment. • Two assistant principals, the school nurses, and health technicians were trained at the district office to administer EPI-PEN and naloxone.
Actions	• Actively involve staff in learning and practicing their roles during a disaster. • Provide ongoing training to ensure staff feel confident and prepared to take action. • Gather input from staff to identify strengths and areas for improvement. • Regularly review and update the emergency supplies to ensure readiness. • Utilize the safety team to assess preparedness efforts and refine the disaster response plan.

3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Nathan McHenry	12/26/25

The purpose of this assessment is to ensure the Campus Search & Rescue Team (S&R) has the requisite training and supplies to manage the school during a disaster.

Are there written procedures for the S&R unit? If no, add "create search & rescue procedures" as a suggested action plan. If yes, answer the next question.	YES
Are there training recommendations? If no, add "create training recommendations" to the suggested action plans. If yes, answer the next question.	YES
Are S&R team members trained? If no, add "obtain training" to the suggested action plans.	NO
Is there a list of S&R forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next questions.	YES
Are forms and supplies in place and serviceable? If no, add "search & rescue supplies" to the suggested action plans.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	• An established protocol for Search and Rescue is included in the Emergency Preparedness plan. • Identified the need and administrative support for maintaining a Search and Rescue Team. • Commitment to strengthening emergency response capacity on campus.
Actions	• Rebuild the Search and Rescue team to ensure adequate staffing and readiness. • Distribute a survey to staff to identify those interested in supporting the Search and Rescue team. • Identify and coordinate appropriate training opportunities for team members. • Update team roles and responsibilities within the Emergency Preparedness Plan. • Develop a plan to train the search and rescue team.

3.10 Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal **Americans with Disabilities Act**.

Assessment performed by	Date
The listed name must be the person who does the assessment.	
Celina Ramirez	12/26/25

The purpose of this assessment is to ensure the Reunification Team has the requisite training and supplies to manage the school during a disaster or other unusual occurrence.

Is there a procedure for reunification? If no, add "create reunification procedures" as a suggested action plan. If yes, answer the next question.	YES
Is there a list of reunification forms & supplies? If no, add "create a list" to the suggested action plans. If yes, answer the next question.	YES
Are all forms & supplies in place and serviceable? If no, add "reunification supplies" to the suggested action plans.	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	- The attendance office maintains hard copies of student schedules. - Emergency copies of student information are available on campus. - Existing procedures support student accountability during emergencies.
Actions	- Implement a digital student accountability system through the Raptor app. - Train staff on using the Raptor system for emergency accountability.

3.11 Anti-Bullying Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Brian Chavez and Laura McMullen	1/20/26

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

Is staff sufficiently trained in recognizing/responding to bullying? If “no,” suggest training as an action plan.	yes
---	-----

Compare the numbers for the previous three years of bullying reports.

Identify trends and consider action plans designed to promote what is working or where improvements can be made

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	• Schoolwide Bullying Presentation • Schoolwide Bullying/Harassment Complaint Form • Expansion of anti-bullying training for staff and students through PBIS and Connect U • Growth in digital safety education (Ripple) to help recognize and report cyberbullying.
Actions	• Continue to seek methods to improve staff training on identifying and addressing emotional/psychological bullying • Enhance student engagement in reporting mechanisms, ensuring all students receive the same anti-bullying education • Expand restorative practices for students involved in bullying incidents • Increase collaboration with families to promote awareness and accountability in preventing bullying behaviors

3.12 Procedures for Expulsion, Suspension, and School Discipline

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment	Date
Isaac Gonzalez, Brian Chavez, and Laura McMullen	1/20/26

Review the numbers/reasons for the previous two years of expulsions. 1 expulsion for brandishing and threatening a locking blade knife towards another student.

Review the numbers/reasons for the previous two years of suspensions. 25 suspension due use of force, physical injury, and possession of a controlled substance.
Review the numbers/reasons for the previous two years of disciplinary office referrals. 2344 office referrals for dress code, cell phone, disruption/off task, defiance/non-compliance, behavioral concern, academic concern, other behavior, property misuse, socialemotional concerns
Do any of these comparisons suggest a trend? If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what is working or address the challenges. Currently, Upland High School has 170 fewer referrals than the previous school year. Teachers are using PBIS strategies in the classroom. Having a schoolwide behavioral expectations assembly for the students at the beginning of the school year helped support minor and major infractions occurring at school.

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	- Alternative Learning Center provides a learning space to support minor infractions and behaviors. This has led to a decrease in suspensions. - Teachers use Tier I restorative practices in the classroom to manage behaviors during instructional time.
Actions	Student Services is working with the PBIS team to implement a foundational Tier II restorative practice to support students.

Section 3.13 – Procedure to Notify Teachers of Dangerous Students

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Isaac Gonzalez	1/20/26

Teacher must be informed of each pupil that has been suspended and/or arrested for any violation of Ed Code 48900 - 48900.7, except H - Tobacco, based on any records that the district maintains.

Is your school compliant with the law? If these notifications are not happening, it is likely that the “fix” needs to come from a level above the school. If you are not making these notifications, you should be specific that the District office has been made aware of the matter.	YES
---	------------

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	• All schools notify teachers pursuant to this law by following a standard operating procedure (Describe). ○ In compliance with Education Code 49079, all principals must ensure that teachers are informed at the beginning of each year regarding students with previous violations. The “Previous Violation of Education Code Notification” must be provided to all teachers. ○ Students with a violation are identified by “SSA” in RED on the roster, which is automatically populated when a date is entered in the Assertive Discipline SSA field. Administrators must ensure this date is updated when entering a new violation. ○ Teachers may schedule an appointment to review student suspension details. All information received under E.C. 49079 is confidential and cannot be shared further. ○ If an administrator identifies a suspension within the past three years in a new student’s cumulative folder, they must enter the date into the SSA field. ○ Timelines: Notification must occur at the beginning of each year.
Actions	• Continue to develop an SOP to inform teachers.

Section 3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by The listed name must be the person who does the assessment.	Date
Martha Neale	1/20/26

The purpose of this assessment to ensure the school is aware of, and taking all reasonable steps to be prepared for, a Hazardous Materials (HAZMAT) incident.

Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	No
Does the school have a shelter in place procedure? Shelter in place is similar to, but different than a lockdown. You can read about shelter in place here. If you do not have a shelter in place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions.	Yes
Are staff aware of shelter-in-place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Currently have a Shelter in Place procedure for Upland High School.
Actions	- Revising some areas on campus to reflect changes due to feedback from staff. - Installed speakers in the Library to hear announcements. - N Building does not have speakers to hear announcements. - Will be training staff members to use Raptor emergency communication. - Continue to have monthly scheduled drills throughout the school year. - Update the staff directory to ensure duties are assigned to the current staff member.

Section 3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Tritia Lugtu	1/20/26

Are there written guidelines for visitors on campus? If no, add “prepare written guidelines for visitors on campus” to action plans.	Yes
Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called.	Yes
Are staff and students (age-appropriate) trained on how to report unidentified visitors on campus? Best practice is to establish a “culture of compliance” related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors	YES
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus who did not follow the procedure. You can use other safety committee members to assist you.	

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Use of the Raptor system for checking in all visitors.
Actions	Need to create an SOP for staff members managing the front desk.

Section 3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act.

Assessment performed by Alma Afu The listed name must be the person who does the assessment. This can be a group project.	Date 1/20/26
---	------------------------

An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement,

fire department, and neighbors, designating “routine” arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

Does the school have a written ingress/egress plan? If no, add “create ingress/egress plan” to the suggested action plans.	Yes
Does the school have a plan to ensure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates and doors to be locked to include some sort of daily check.	Yes
Is there a plan to ensure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary “key holder” was not available?	No
Is there sufficient signage directing visitors? If no, add “consider exterior/interior signage” to suggested action plans.	Yes

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or area of desired change.

Assets	- General map of the school - Created in cooperation with law enforcement, the fire department, and neighbors, designating routine arrival and departure points - Emergency departure paths showing building evacuation paths, campus evacuation paths, and assembly areas.
Actions	- The arrival plan limits access points to only those areas that can be monitored by staff and/or cameras. - An emergency egress plan must take into consideration how locked gates might be opened during an emergency. - Collaborate with the Special Education department to ensure that students with disabilities receive the necessary support and accommodations during emergency procedures. - Identify special needs, incorporate appropriate adaptations, and provide staff with guidance on how to assist students effectively. - Fostering open discussions and proactive planning, the goal is to create a comprehensive inclusion approach to prioritizing the safety and well-being of all students. - Using the Safety committee to help gather information and explore possible solutions that ensure access for every student. Receiving input from staff and students' needs.

3.17 Anti-Harassment Procedure

This form is to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
District Office	1/20/26

Are all staff members trained as required in policy? A “no” answer requires a suggested action plan for all staff meet training requirements.	Yes
---	------------

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	• Training module provided through Alludo (Connect U).
---------------	--

Actions	• Ensure all staff members are completing the training through Alludo (Connect U).
----------------	--

Section 3.18 – Dress Code – “Gang Related Apparel”

Assessment performed by The listed name must be the person who does the assessment.	Date
Isaac Gonzalez, Brian Chavez, and Laura McMullen	1/20/26

Review the current policy, specific to “gang-related apparel.” If the policy does not address gang-related apparel, disregard this assessment. If it does, continue. Conduct a survey Pick random times during a week and walk the campus, specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.
--

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	Students and parents acknowledge that all <i>students are expected to comply with the school's student dress and appearance policy.</i>
Actions	Site administration is responsible for interpreting and enforcing the dress code on campus.

3.19 – Child Abuse Reporting Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Mandated Reporter	1/20/26

Review your policy, specific to mandatory training.

Are all staff members current in required training? This information should be available through Human Resources. If “no,” add an action plan to have all staff current on this training.	Yes
---	------------

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	In conjunction with the District Office, we ensure all employees, be it classified or certificated, are up to date on their Mandated Reporter compliance. This includes additional training as well.
Actions	Staff completes the Alludo training. Alludo provides instructional accounts that keep a record of when the compliance has been completed and recorded.

3.20 – Assess threats of, or respond to, dangerous, violent, unlawful acts on campus
This form is to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Isaac Gonzalez	1/20/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for assessing threats of, or responding to, dangerous, violent, or unlawful acts on campus, as well as reporting a threat or perceived threat that a pupil is preparing to commit a homicidal act at a school or school-related function to law enforcement? If the answer is no, add "consider preparing written procedures in the 'Actions' box and disregard the next questions. If the answer is yes, continue:	YES
---	-----

Is the staff trained in the procedure?	NO
If the procedure includes specific forms or equipment, are the forms and equipment in place in good working order?	NO

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	- Knowledge and training on the district threat assessment protocol. - Reference to response or evacuation procedures in the preparedness plan.
Actions	- Identify staff for training on threat assessment protocol. - Establish and/or document school protocols for responding to threats.

3.21 – Procedure to respond to opioid overdose. (Grades 7-12 only)

This form is to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Isaac Gonzalez	2/2/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to an opioid overdose on campus? If the answer is no, add "consider preparing written procedures in the 'Actions' box and disregard the next questions. If the answer is yes, continue:	YES
--	-----

Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment, are the forms and equipment in place in good working order?	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: - For the district: Campus safety, health techs, and administrators as of 2022/2023. Indicate specific staff for your site: - Naloxone is present on campus at (state location and quantity). - Nurse office - Quantity: 2
Actions	- Ensure that the location of Narcan is known to all staff. - Identify additional staff who are willing to volunteer to be trained on Narcan administration.

3.22 Procedure to respond to sudden cardiac arrest or life-threatening medical emergency

This form is to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Isaac Gonzalez	2/2/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for responding to a sudden cardiac arrest or life-threatening medical emergency? If the answer is no, add "consider preparing written procedures in the 'Actions' box" and disregard the next questions. If the answer is yes, continue:	YES
---	-----

Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment, are the forms and equipment in place in good working order?	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	• Emergency defibrillators are available on campus. • Staff are trained in the use of the emergency defibrillators. • Response to cardiac issues is documented in the preparedness plan.
Actions	• Ensure that the location of emergency defibrillators is known to all staff. • Identify additional staff who are willing to volunteer to be trained in the use of the emergency defibrillators.

3.23 - US Immigration and Customs Enforcement on School Grounds

This form is to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Isaac Gonzalez	2/2/26

Review your procedure (if any) and answer the listed questions

Is there a written procedure for the U.S. Immigration and Customs Enforcement on School Grounds? If the answer is no, add "procedure(s) pending" in the "Actions" box and disregard the next questions. If the answer is yes, continue:	YES
Are key staff trained in the procedure?	YES
If the procedure includes specific forms or equipment, are the forms and equipment in place in good working order?	YES

Assets/Suggested action plan(s)

A brief statement to highlight assets and/or areas of desired change.

Assets	• Protocols for school staff response to immigration enforcement, UUSD Board Policy BP 5145.13 and AR 5145.13, clearly outline written procedures for compliance with this law. • All front office staff are aware of the proper procedures.
Actions	• Periodically review guidelines with front office staff.

Section 3.24 – Existing Resources

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	Date
Isaac Gonzalez	1/20/26

The law requires safety goals that are specific to the “needs and resources” of that school. This form helps stakeholders accomplish this expectation by establishing a realistic understanding of resources before goals are developed.

Keep in mind that “resources” include, but are not limited to, funding, volunteerism, and technical support. One of your goals may be to ask parent groups and other partners to set aside funds to accomplish goals. Another goal might be to establish a list of volunteers, including volunteers with specific skill sets, and partners that might be able to furnish the supplies or non-monetary resources. Use a second or third form if needed.

In the “Type” column, “funding” means the group can provide money. “Time” means the group/person can prioritize time that might be needed for safety projects/programs. An example of “Time” would be parents or other volunteers who agree to walk the exterior of the school from time to time to ensure gates and exterior doors are shut and locked.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget	FUNDING	EST \$6500.00
Parent Group(s)	FUNDING	Volunteer
Other funding sources	FUNDING	EST \$ 0

Step Four – Identify Areas of Desired Change

Step Four provides the opportunity to assess and prioritize the actions identified in Step Three. You will be prompted in Step Five to develop two move-forward goals based on these assessments that are reasonable, data-driven, and can be accomplished with existing resources.

Two goals address your school's Safe and Orderly Environment: 5.1, the **social** climate and programs (interpersonal relationships), and 5.2, the **physical** environment (physical environment, disaster preparedness). **Social** and **Physical** are in red with the task summaries that correspond to 5.1 Social and 5.2 Physical.”

Finally, please remember to make your goals reasonable and attainable within existing resources.

ASSETS		ACTIONS	
3.3 Crime Assessment Social / Physical			
Kelvin School Climate Survey data indicate that 86% of students reported they felt safe at school.		Work with student focus groups to address concerns throughout the campus.	
3.4 Tactical Response Plan Physical			
The tactical response plan for schools employing the run/hide/fight protocol prioritizes swift action and decisive decision-making in the face of an active threat. In the event of an emergency, individuals are instructed to assess their surroundings and, if safe to do so, evacuate the premises (run). If evacuation is not possible, individuals should seek refuge in a secure location, locking doors and barricading entry points (hide). As a last resort, if confronted directly by the threat and unable to escape or hide, individuals are empowered to defend themselves using any available means		Work with the assessment team to improve the process.	

(fight). Our school coordinates with Upland PD to provide training in the tactical response plan once a year. Teachers deliver this information to students in an age-appropriate manner. In addition, school resource officers deliver in-person training to all secondary students once per year. All schools utilize a threat assessment process for any threat made to persons or property. The threat assessment team consists of consultation with, at a minimum, administration, a school mental health professional, and law enforcement.	
3.5 Lockdown Procedure Physical	
- Established lockdown procedures shared with all and students - Regular training and drills to ensure awareness and preparedness - Existing safety protocols that support a coordinated campus response - Commitment to continuous improvement of emergency procedures	- Update lockdown procedures for large and shared spaces, including the Multi-Purpose Room (MPR) and Library - Improve communication with staff and students through the Raptor Emergency System - Review and refine lockdown procedures based on drills, feedback, and safety team input
3.6 Disaster Plan, Incident Commander Physical	
- An established emergency preparedness plan that outlines procedures for a range of emergencies. - Defines roles and responsibilities to support coordinated and timely manner. - Ongoing commitment to maintaining a safe and secure learning environment.	- Update all current staff on the emergency preparedness plan. - Review and revise staff duties and responsibilities to ensure clarity and effectiveness. - Provide training and communication to ensure all staff understand their roles during emergencies.
3.7 Disaster Plan, General Physical	
Click for Instructional Continuity Plan - An established emergency preparedness plan that outlines procedures for a variety of emergencies. - Clear expectations for coordinated responses to ensure student and staff safety. - A schoolwide commitment to preparedness and maintaining a safe learning environment.	- Update all staff members on the emergency preparedness plan. - Review and revise staff roles and responsibilities to ensure clarity and alignment. - Provide training and communications to ensure staff understand their duties during emergencies. - A map of the campus with the specific location of the gas shut-off will need to be created.

ASSETS	ACTIONS
3.8 Disaster Plan, Medical Team Physical	
- Clear and established disaster response procedures. - Well-equipped emergency supplies are available on campus. - Annual Naloxone training for administration. - A designated safety team that supports emergency planning and assessment. - Two assistant principals, the school nurses, and health technicians were trained at the district office to administer EPI-PEN and naloxone.	- Actively involve staff in learning and practicing their roles during a disaster. - Provide ongoing training to ensure staff feel confident and prepared to take action. - Gather input from staff to identify strengths and areas for improvement. - Regularly review and update the emergency supplies to ensure readiness. - Utilize the safety team to assess preparedness efforts and refine the disaster response plan.

3.9 Disaster Plan, Search & Rescue **Physical**

- | | |
|---|---|
| <ul style="list-style-type: none"> ● An established protocol for Search and Rescue is included in the Emergency Preparedness plan. ● Identified the need for administrative support for maintaining a Search and Rescue Team. ● Commitment to strengthening emergency response capacity on campus. | <ul style="list-style-type: none"> ● Rebuild the Search and Rescue team to ensure adequate staffing and readiness. ● Distribute a survey to staff to identify those interested in supporting the Search and Rescue team. ● Identify and coordinate appropriate training opportunities for team members. ● Update team roles and responsibilities within the Emergency Preparedness Plan. ● Develop a plan to train the search and rescue team. |
|---|---|

3.10 Disaster Plan, Reunification **Physical**

- | | |
|---|---|
| <ul style="list-style-type: none"> ● The attendance office maintains hard copies of student schedules. ● Emergency copies of student information are available on campus. ● Existing procedures support student accountability during emergencies. | <ul style="list-style-type: none"> ● Implement a digital student accountability system through the Raptor app. ● Train staff on using the Raptor system for emergency accountability. |
|---|---|

3.11 Anti-Bullying Procedure **Social / Physical**

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Schoolwide Bullying Presentation ● Schoolwide Bullying/Harassment Complaint Form ● Expansion of anti-bullying training for staff and students through PBIS and Connect U ● Growth in digital safety education (Ripple) to help recognize and report cyberbullying. | <ul style="list-style-type: none"> ● Continue to seek methods to improve staff training on identifying and addressing emotional/psychological bullying ● Enhance student engagement in reporting mechanisms, ensuring all students receive the same anti-bullying education ● Expand restorative practices for students involved in bullying incidents ● Increase collaboration with families to promote awareness and accountability in preventing bullying behaviors. |
|---|---|

3.12 Expulsion / Suspension / Discipline **Social**

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Alternative Learning Center provides a learning space to support minor infractions and behaviors. This has led to a decrease in suspensions. ● Teachers use Tier I restorative practices in the classroom to manage behaviors during instructional time. | <ul style="list-style-type: none"> ● Student Services is working with the PBIS team to implement a foundational Tier II restorative practice to support students. |
|---|--|

3.13 Notify Teachers of Dangerous Pupils **Social**

All schools notify teachers pursuant to this law by following a standard operating procedure (Describe).

- In compliance with **Education Code 49079**, all principals must ensure that teachers are informed at the beginning of each year regarding students with previous violations. The “**Previous Violation of Education Code Notification**” must be provided to all teachers.
- Students with a violation are identified by “**SSA**” in **RED** on the roster, which is automatically populated when a date is entered in the **Assertive**

- Continue to develop an SOP to inform teachers.

Discipline SSA field. Administrators must ensure this date is updated when entering a new violation. - Teachers may schedule an appointment to review student suspension details. All information received under E.C. 49079 is confidential and cannot be shared further. - If an administrator identifies a suspension within the past three years in a new student's cumulative folder, they must enter the date into the SSA field. Timelines: Notification must occur at the beginning of each year.	
--	--

ASSETS	ACTIONS
3.14 Pesticides or Harmful Materials Within ¼ Mile of Campus Physical	
Currently have a Shelter in Place procedure for Upland High School.	- Revising some areas on campus to reflect changes due to feedback from staff. - Installed speakers in the Library to hear announcements. - N Building does not have speakers to hear announcements. - Will be training staff members to use Raptor emergency communication. - Continue to have monthly scheduled drills throughout the school year. - Update the staff directory to ensure duties are assigned to the current staff member
3.15 Visitors on Campus Social / Physical	
Use of the Raptor system for checking in all visitors.	Need to create an SOP for staff members managing the front desk.
3.16 Safe Ingress / Egress Physical	
General map of the school - Created in cooperation with law enforcement, the fire department, and neighbors, designating routine arrival and departure points - Emergency departure paths showing building evacuation paths, campus evacuation paths, and assembly areas.	The arrival plan limits access points to only those areas that can be monitored by staff and/or cameras. - An emergency egress plan must take into consideration how locked gates might be opened during an emergency. - Collaborate with the Special Education department to ensure that students with disabilities receive the necessary support and accommodations during emergency procedures. - Identify special needs, incorporate appropriate adaptations, and provide staff with guidance on how to assist students

	- effectively. - Fostering open discussions and proactive planning, the goal is to create a comprehensive inclusion approach to prioritizing the safety and well-being of all students. - Using the Safety committee to help gather information and explore possible solutions that ensure access for every student. Receiving input from staff and students' needs.
3.17 Anti-Harassment/Discrimination Procedure Social	
Training module provided through Alludo (Connect U).	Ensure all staff members are completing the training through Alludo (Connect U).
3.18 Dress Code/Gang-Related Social	
Students and parents acknowledge that all <i>students are expected to comply with the school's student dress and appearance policy.</i>	Site administration is responsible for interpreting and enforcing the dress code on campus.
3.19 Child Abuse Reporting Social	
In conjunction with the District Office, we ensure all employees, be it classified or certificated, are up to date on their Mandated Reporter compliance. This includes additional training as well.	Staff completes the Alludo training. Alludo provides instructional accounts that keep a record of when the compliance has been completed and recorded.

ASSETS	ACTIONS
3.20 Assess/Respond to Dangerous, Violent, Unlawful Acts on Campus Social / Physical	
- Knowledge and training on the district threat assessment protocol. - Reference to response or evacuation procedures in the preparedness plan.	- Identify staff for training on the threat assessment protocol. - Establish and/or document school protocols for responding to threats.
3.21 Opioid Overdose Procedure (Grades 7-12 Only) Social / Physical	
UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: For the district: Campus safety, health techs, and administrators as of 2022/2023.	- Ensure that the location of Narcan is known to all staff. - Identify additional staff who are willing to volunteer to be trained on Narcan administration.

Indicate specific staff for your site: - Naloxone is present on campus at (state location and quantity). - Nurse office - Quantity: 2	
3.22 Procedure for Sudden Cardiac Arrest or Other Life-Threatening Emergency Social / Physical	
- Emergency defibrillators are available on campus. - Staff are trained in the use of the emergency defibrillators. - Response to cardiac issues is documented in the preparedness plan.	- Ensure that the location of emergency defibrillators is known to all staff. - Identify additional staff who are willing to volunteer to be trained in the use of the emergency defibrillators.

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

Section 5.1 - Component 1 Goal - “People.” The social climate, people, and programs.
Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Section 5.1.1 - Action Plans for “People” Goal

Task	Person	Due Date
Train staff on using the Raptor Emergency app.	Isaac Gonzalez	12/2026

Section 5.2 - Component 2 Goal - “Place.” The physical environment.
Ed Code 32281(b)(1) Goals should be measurable and relevant to the needs and resources of the school.

Section 5.2.1 Action Plans for “Place” Goal

Task	Person	Due Date
Create staff preparedness through training.	Isaac Gonzalez	September 2026

Step Six – Share & adopt the plan

[School Site Council Agenda - New Business](#)
[School Site Council Comprehensive School Safety Plan Approval](#)

[Link to Instructional Continuity Plan](#)

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

On the indicated date, we shared our plan at a public meeting. The notice of the meeting, as well as proof of written invitations to the Mayor, representatives from school employee groups, teacher groups, parent groups, student government as well as anyone requesting to be invited, are attached.	Date
	Febraury 27, 2026

Section 6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1 every year thereafter.

On the indicated date, our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the district office for approval.	Date
	Febraury 27, 2026

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process